

Applecroft School



Staff Appraisal Policy

Person Responsible:	Headteacher
Review Cycle:	Annual
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This policy is based on the Herts Model policy of the same name that the Professional Associations/Trade Unions have been consulted on.

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Appraisal Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Purpose:

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and other goals along with the performance, and standards expected. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

This policy applies to all staff employed by the Trust, except those on contracts of less than one term, those undergoing induction, and those who are subject to a formal capability process.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop.

3) The Appraisal Period:

The appraisal period for all staff will run for twelve months from 1st September to 31st August.

Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

4) Appointing appraisers:

The Headteacher will be appraised by a sub-group of 2-4 members of the Trust Board, including the Chair of Trustees, who may be supported by a suitably skilled and/or experienced external adviser appointed by the Board.

The Headteacher will decide who will appraise other employees.

Teaching staff will not be appraised or formally observed by anyone other than an individual holding

Qualified Teacher Status (QTS). Support staff will be appraised by their line manager or another suitably experienced member of staff.

5) Setting objectives:

The Headteacher's objectives will be set by the Board of Trustees after consultation with the School's Effectiveness Adviser (SEA)

Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. In some circumstances, it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year. Some objectives may be set so that they run over a period of longer than a year. In which case, discussion will also cover the expected progress to be seen within the appraisal period.

The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan (SIP).

Some roles, such as teachers, have national standards which staff will be expected to consistently meet. As part of the appraisal process, teachers will be required to complete the 'Teachers' Skills Audit Tool' (appendix 3) to support discussion and review. This evaluation will be considered, along with the standards, part of the review process and must be deemed to have been met for a cycle to be successful.

Under normal circumstances, employees will have a reasonable number of objectives that is relative to the role that they undertake in the school. This will usually be a maximum of 3 objectives. Some colleagues may be set one or more short term objectives that are possible to complete within a short time period such as a term. This may result in more objectives being set but with the expectation that not all will apply to the entire year. However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Those with leadership and management responsibilities are likely to be given more objectives relative to colleagues that do not.

6) Reviewing performance:

6.1 Observation

This school believes that observation of classroom, leadership and work practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. For support staff, work scrutiny will be carried out by those with knowledge of the employee's work, as far as reasonably practicable.

At Applecroft School, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall

needs of the school. Classroom observation will be carried out by those with QTS. Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.

In addition to formal observation, Headteacher's or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

The amount of observation that takes place will not normally exceed 3 hours of formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification and may be linked to objective setting.

Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.

Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a subject or phase review. The areas excluded cover circumstances where it is a whole school or phase focus rather than an individual focus.

Informal drop in observations and wider school, subject or phase reviews will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with this policy and the capability policy as appropriate.

6.2 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. It is intended to provide clear direction towards personal objectives and school improvement priorities, so that each individual is able to achieve their potential, gain maximum job satisfaction, and contribute towards the success of the Trust.

The school encourages a culture in which all employees take responsibility for, and are pro-active in improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

6.3 Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment and discuss the concerns

- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

7) Transition to capability:

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the schools' capability policy which can be found on the school's website.

8) Annual assessment:

Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Board of Trustees recognises that it must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- professional dialogue
- lesson or task observations
- planning and work scrutiny
- termly meeting with appraiser
- mid-cycle review meeting with appraiser
- observation / scrutiny of leadership and management activities where appropriate
- other feedback obtained during the cycle relevant to the employee's overall performance.

The employee will receive as soon as practicable following the end of each appraisal period - and have the opportunity to comment in writing on - a written appraisal report.

At Applecroft, teachers will receive their written appraisal reports by 31st December (possibly later for the Headteacher).

The appraisal report will include:

- details of the employee's objectives for the appraisal period in question
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards

- an assessment of the employee's professional development needs and identification of any action that should be taken to address them
- a recommendation on pay, where that is relevant and in keeping with the school's Pay Policy, and relevant terms and conditions of employment.

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Recommendations on pay will be referred to the Headteacher before being submitted to the Board of Trustees for consideration.

Where there is a disagreement as to PRI ratings, appraisal review outcomes, or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision.

Disputes concerning pay arising from the appraisal process will be dealt with through the appeal process set out in the school's Pay Policy.

9) Confidentiality:

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and the Board of Trustees to quality-assure the operation and effectiveness of the appraisal system.

10) Consistency of treatment and fairness:

The Board of Trustees is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation. Quality Assurance will consider consistency in objectives set, their review and pay recommendations arising.

The Headteacher or appropriate colleague might review all objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Headteacher or appropriate colleague will also review pay recommendations that have been made.

The Headteacher will be responsible for reporting regularly to the Board of Trustees on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Trustees to receive an overall general report of the process but will not include specific details relating to individual members of staff.

11) Definitions:

Unless indicated otherwise, all references to "teacher" include leadership posts.

12) Delegation:

Normal rules apply in respect of the delegation of functions by the Board of Trustees and School Leaders.

13) Monitoring and evaluation:

The Board of Trustees and school leaders will monitor the operation and effectiveness of the school's appraisal arrangements.

14) Retention:

The Board of Trustees and school leaders will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Applecroft School



2025-2026 - Staff Initial Reflection Form

Name:

Role:

Date:

1. What aspects of your job do you enjoy?
2. What do you believe are your strengths? How do you know?
3. What areas do you believe you need to further develop? How do you know? How will you improve these?
4. Are there any areas of your job you find particularly demanding? How might some of these demands be reduced/supported?
5. Are there areas of your practice you would like to develop?
6. Thinking about the whole school - colleagues, pupils, parents, trustees etc. what do you believe are our main strengths / what would you wish to change or develop?
7. Thinking about the whole school - colleagues, pupils, parents, trustees etc. what do you believe are the main areas that need further development and why? How would you improve these?
8. What do you see as your priorities for the coming year?
9. Are you aware of the school's wellbeing assistance programme & how to access it?

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2025-2026 - Staff Mid-Year Reflection Form

Name:

Role:

Date:

1. How are you?
2. What progress have you made against your appraisal objectives?
3. What do you need to do in order to achieve your objectives by the end of the academic year?
4. What have you found rewarding?
5. What have you found demanding?

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2025-2026 - Staff End of Year Reflection Form

Name:

Role:

Date:

1. How do you feel you have progressed against your appraisal objectives?
Objective 1 - not met / partially met / met
Comment on performance

Objective 2 - not met / partially met / met
Comment on performance

Objective 3 - not met / partially met / met
Comment on performance

Objective 4 - not met / partially met / met
Comment on performance
2. What have been your most important areas of success over the last year?
3. What hasn't gone as well as you had hoped over the last year? What have you learnt from it? What will you do differently next time?
4. What areas of your practice / work / skills do you need to develop and how?
5. What have been the strengths of the school (pupils, staff, parents, trustees) this year?
6. What areas of the school's work do you feel needs further development? How would you improve them?
7. What do you want to achieve in the year ahead, personally and professionally?



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.


- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Teachers' Skill Audit Tool

Use this template to review your skills against the Teachers' Standards and school's expectations.

Teachers: How to use this tool

- Consider your performance against the skills listed in the first column, and highlight in red, amber or green to track whether you're at the standard, secure or expert - to do this, highlight the text and then pick the relevant colour using the 'shading' tool 
- In the second column, you can record your own specific evidence of the level you're at. This should be informed by a range of evidence sources that includes:
 - Feedback from curriculum and phase leader monitoring,
 - Feedback from senior leaders including monitoring including lesson observations,
 - Feedback from external sources e.g., SEA Visits, Ofsted if relevant,
 - Participation in continuing professional development (CPD) and training
 - Pupil outcomes,
 - Feedback from other staff,
 - Pupil Feedback,
 - Parent Feedback,
 - Lesson Planning,
 - Other documents that you've helped to create e.g., curriculum documents, policies, etc.
- In the last column, you can note what actions you plan to take in the areas you've highlighted red, so you can meet (or exceed) the standard

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Teachers' Skill Audit Tool

Name:	Date:	
1) Set high expectations that inspire, motivate and challenge pupils		
Skill:	Evidence:	Actions:
<p>At standard: Establishes a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Secure: The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect</p> <p>Expert: Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the wellbeing of children and young people</p>		
<p>At standard: Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>Secure: All pupils are well-motivated and extend their understanding through appropriate teacher expectations</p> <p>Expert: The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress</p>		
<p>At standard: Demonstrates consistently the positive attitudes, values and behaviour expected of pupils</p> <p>Secure: Provides a strong role model for teaching and learning</p> <p>Expert: Provides an excellent role model for teaching and learning</p>		
2) Promote good progress and outcomes by pupils		
Skill:	Evidence:	Actions:
<p>At standard: Is accountable for pupils' attainment, progress and outcomes</p> <p>Secure: Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</p> <p>Expert: Teaching skills lead to excellent results and outcomes that can provide a role model for others</p>		
<p>At standard: Plans teaching to build on pupils' capabilities and prior knowledge</p>		

<p>Secure: Planning takes account of pupils' individual prior learning, needs and capabilities so all pupils make good progress</p> <p>Expert: Planning takes account of pupils' individual prior learning, needs and capabilities so all pupils make exceptional progress</p>		
<p>At standard: Guides pupils to reflect on the progress they have made and their emerging needs</p> <p>Secure: Formal and informal assessment and feedback provide detailed information for pupils on how to avoid misconceptions, improve their learning and deepen understanding</p> <p>Expert: Provides model for using formal and informal assessment and feedback, which provide detailed information for pupils on how to avoid misconceptions, improve their learning and deepen understanding</p>		
<p>At standard: Demonstrates knowledge and understanding of how pupils learn and how these impacts on teaching</p> <p>Secure: Has a clear understanding of how curriculum intent needs to be implemented in order to secure good progress for pupils</p> <p>Expert: Analyses the component learning required to develop composite skills and knowledge in order to secure learning in all pupils' long-term memory</p>		
<p>At standard: Encourages pupils to take a responsible and conscientious attitude to their own work and study</p> <p>Secure: All pupils take a responsible and conscientious attitude to their own learning</p> <p>Expert: Demonstrates excellent and innovative pedagogical practice that inspires pupil independence and resilience</p>		
3) Demonstrate good subjects and curriculum knowledge		
Skill:	Evidence:	Actions:
<p>At standard: Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings</p> <p>Secure: Has an in-depth understanding of the knowledge and skills required for the subject(s) and the subject-specific pedagogy. Is aware</p>		

<p>of common misconceptions and works to routinely avoid, identify and correct them</p> <p>Expert: Uses in-depth knowledge of the subject and its pedagogy to inspire an enthusiasm in pupils and develop a deep level of learning, leading to exceptional progress</p>		
<p>At standard: Demonstrates a critical understanding of developments in their subject and curriculum area(s), and promotes the value of scholarship</p> <p>Secure: Reads widely around the subject to deepen understanding of current developments in both the subject knowledge and pedagogy. Uses this knowledge to broaden the context of learning for the pupils</p> <p>Expert: Reads extensively around the subject and current research to deepen understanding of current developments in both the subject knowledge and pedagogy. Uses this knowledge to broaden the context of learning for the pupils and colleagues</p>		
<p>At standard: Demonstrates an understanding of, and takes responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever their specialist subject</p> <p>Secure: Pupils have good opportunities to develop and use their skills in reading, writing and communication. Uses a clear understanding of how to develop vocabulary, reading and writing skills to systematically develop pupils' literacy and communication</p> <p>Expert: Pupils have excellent opportunities to develop and use their skills in reading, writing and communication. Uses a clear understanding of how to develop vocabulary, reading and writing skills to support colleagues to systematically develop pupils' literacy and communication</p>		
<p><i>If teaching early reading (this includes teaching children with poor reading at all ages, e.g., SEND or EAL):</i></p> <p>At standard: Demonstrates a clear understanding of systematic synthetic phonics</p> <p>Secure: Has a clear understanding of systematic synthetic phonics and uses it to support children's rapid progress in reading</p>		

<p>Expert: Has an excellent understanding of systematic synthetic phonics and uses it to ensure children's rapid progress in reading and love of reading</p>		
<p><i>If teaching early mathematics:</i></p> <p>At standard: Demonstrates a clear understanding of appropriate teaching strategies</p> <p>Secure: Has a clear understanding of appropriate teaching strategies and uses it to support children's rapid progress in numeracy and applying mathematical skills</p> <p>Expert: Has an excellent understanding of appropriate teaching strategies and uses it to ensure children's rapid progress in applying mathematical skills and logical problem solving</p>		
4) Plan and teach well-structured lessons		
Skill:	Evidence:	Actions:
<p>At standard: Imparts knowledge and develops understanding through effective use of lesson time</p> <p>Secure: Excellent planning and assessment for learning procedures maximise the use of lesson time and enable pupils to clearly understand how to improve</p> <p>Expert: Excellent planning and assessment for learning procedures maximise the use of lesson time and provide a role model for other teachers</p>		
<p>At standard: Promotes a love of learning and stimulates children's intellectual curiosity</p> <p>Secure: Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity</p> <p>Expert: Passion for learning and intellectual curiosity provide a role model for others</p>		
<p>At standard: Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>Secure: Homework activities are well-matched to individual pupil needs and use innovative practice</p>		

<p>Expert: Homework activities are very well-matched to individual pupil needs and set a role model for others</p>		
<p>At standard: Reflects systematically on the effectiveness of lessons and approaches to teaching</p> <p>Secure: Is flexible, creative and adept at developing and improving learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs</p> <p>Expert: Takes a lead in planning collaboratively with colleagues in order to adapt and develop learning sequences to promote continual improvement and effective practice</p>		
<p>At standard: Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)</p> <p>Secure: Takes responsibility for the design and provision of significant areas of an engaging curriculum within the relevant subject area(s)</p> <p>Expert: Takes responsibility for the design and provision of significant areas of an engaging curriculum within the relevant subject area(s)</p>		
5) Adapt teaching to respond to the strengths and needs of all pupils		
Skill:	Evidence:	Actions:
<p>At standard: Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively</p> <p>Secure: Uses a range of approaches that enable all pupils to be taught effectively according to their individual needs</p> <p>Expert: Can model differentiation and the use of a range of approaches for others</p>		
<p>At standard: Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>Secure: Demonstrates good understanding of barriers to learning and uses good pedagogical practice to identify and develop individualised strategies to support children to overcome barriers to learning</p> <p>Expert: Demonstrates excellent understanding of barriers to learning and uses excellent pedagogical practice to</p>		

<p>identify and develop individualised strategies to support children to overcome barriers to learning</p>		
<p>At standard: Demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development</p> <p>Secure: Uses their highly developed understanding of the physical, social and intellectual development of children to plan learning which is tailored to the children's stage of development</p> <p>Expert: Uses their excellent understanding of the physical, social and intellectual development of children to plan learning which is expertly tailored to the children's stage of development</p>		
<p>At standard: Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; and those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them</p> <p>Secure: Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching and uses this knowledge to plan and implement distinctive teaching approaches to engage and support pupils</p> <p>Expert: Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others</p>		
6) Make accurate and productive use of assessment		
Skill:	Evidence:	Actions:
<p>At standard: Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Secure: Has advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Expert: Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, to coach others</p>		

<p>At standard: Makes use of formative and summative assessment to secure pupils' progress</p> <p>Secure: Assessment is skillfully used to identify misconceptions and check pupils' understanding in order to ensure good progress</p> <p>Expert: Assessment is expertly used to identify misconceptions and check pupils' understanding in order to ensure good progress. This acts as a role model for others</p>		
<p>At standard: Uses relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>Secure: Demonstrates a good understanding of relevant data for their classes. Uses this to ensure gaps in knowledge and understanding are rapidly addressed</p> <p>Expert: Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school</p>		
<p>At standard: Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback</p> <p>Secure: Gives pupils incisive feedback, both orally and through marking, which pupils routinely use to improve their work or address misconceptions</p> <p>Expert: Gives pupils forensic feedback, both orally and through marking, which pupils routinely use to improve their work or address misconceptions</p>		
7) Manage behaviour effectively to ensure a good and safe learning environment		
Skill:	Evidence:	Actions:
<p>At standard: Has clear rules and routines for behaviour in the classroom, and takes responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's behaviour policy</p> <p>Secure: Uses their extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, in line with the school's behaviour policy, to create a positive learning environment</p>		

<p>Expert: Uses their critical understanding of the most effective teaching, learning and behaviour management strategies to support the development of the school's behaviour policy and create an excellent learning environment</p>		
<p>At standard: Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>Secure: Maintains and communicates high expectations of behaviour, so that all pupils feel secure, valued and safe</p> <p>Expert: Maintains and communicates exceptionally high expectations of behaviour, so that all pupils feel highly secure, valued and safe</p>		
<p>At standard: Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them</p> <p>Secure: Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them</p> <p>Expert: Models management of classes effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate all</p>		
<p>At standard: Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary</p> <p>Secure: Maintains excellent relationships with pupils, exercises appropriate authority and acts decisively</p> <p>Expert: Models and coaches others to exercise appropriate authority and to act decisively</p>		
8) Fulfil wider professional responsibilities		
Skill:	Evidence:	Actions:
<p>At standard: Makes a positive contribution to the wider life and ethos of the school</p> <p>Secure: Makes a very positive contribution to the wider life and ethos of the school</p> <p>Expert: Takes a lead in developing aspects of the wider life and positive ethos of the school</p>		
<p>At standard: Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p>		

<p>Secure: Promotes collaboration and works effectively as a team member</p> <p>Expert: Leads aspects of the work of the team and/or supports the development of colleagues</p>		
<p>At standard: Deploys support staff effectively</p> <p>Secure: Good deployment of support staff ensures that they make a highly positive contribution to the progress and development of pupils</p> <p>Expert: Excellent deployment and communication with support staff ensures that they make an outstanding contribution to the excellent progress and development of pupils</p>		
<p>At standard: Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>Secure: Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning</p> <p>Expert: Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues</p>		
<p>At standard: Communicates effectively with parents with regard to pupils' achievements and wellbeing</p> <p>Secure: Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress</p> <p>Expert: Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress</p>		

Summary

Record the level that's the 'best fit' for each standard, based on your responses above.

Concern - below expectation and requires immediate improvement

At standard - at (or on track to reach) the expected standard

Secure - meets expectations and sometimes exceeds the expected standard

Expert - exceeds expectations (and practice is shared within and beyond the school)

Standard:	Concern	At Standard	Secure	Expert
1. Set high expectations that inspire, motivate and challenge pupils				
2. Promote good progress and outcomes by pupils				
3. Demonstrate good subject and curriculum knowledge				
4. Plan and teach well-structured lessons				
5. Adapt teaching to respond to the strengths and needs of all pupils				
6. Make accurate and productive use of assessment				
7. Manage behaviour effectively to ensure a good and safe learning environment				
8. Fulfil wider professional responsibilities				

Upper Pay Range (UPR) Application Form

PERSONAL INFORMATION	
Name:	Job Title:
School:	Date of Application:

WRITTEN STATEMENT	
<p>Summary of results from most recent appraisal <i>In the section below, include the key information from your last appraisal report.</i></p>	
<p>Teachers' Standards: With reference to the 'Teachers' Skills Audit Tool' I have met or exceeded all of the Teachers' Standards.</p>	<p>Met/not met:</p>
<p>Performance objectives:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Met/not met:</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Recommendations on pay:</p>	
<p>Additional evidence <i>In this section below, summarise any evidence that isn't included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities.</i> <i>Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for.</i></p>	
<p>Evidence:</p>	

DECLARATION	
<p>I confirm that at the date of this request, I have met the eligibility criteria to be paid on the UPR.</p>	
Signed:	Date:

Applecroft School



Appraisal Review Document

Name:

Date:

Professional Development Comments:

Other Comments:

Recommended Pay Award:

Pay Appeal Procedure

The Board of Trustees is committed to ensuring the appeals against pay decisions meet the requirement of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by Applecroft School as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Board of Trustees (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

Any appeal should be heard by a panel of three Trustees who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.

The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows:

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

The employee case

Employee/representative presents employee case: • what is the evidence that supports their case

- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair can sum up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

HR clerk notes Main points of panel discussion and their decision Panel obtains HR advice if required to inform their decision-making Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing,